

FACTORS AFFECTING ADMINISTRATIVE
USE OF RATING SCALES FOR
TEACHER APPRAISAL

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Bernadine Cozad
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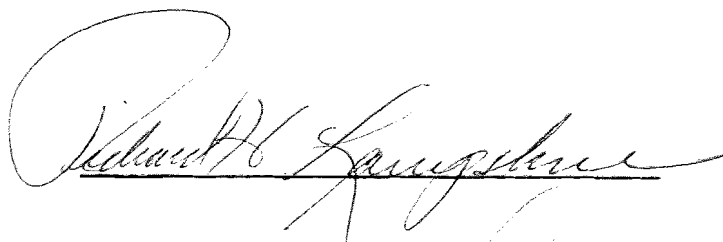
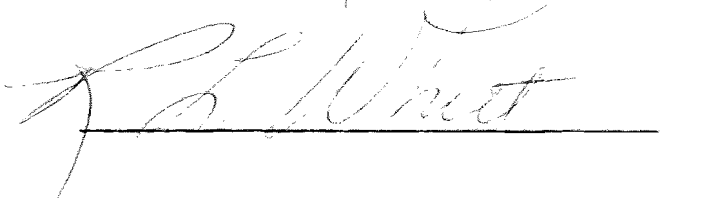
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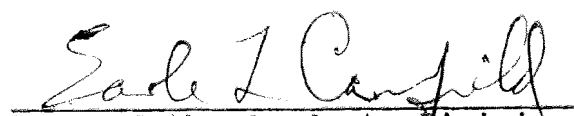
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Bernadine Cozad

Approved by Committee:


Dean of the Graduate Division

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CHAPTER I

THE PROBLEM, LIMITATIONS AND DEFINITIONS OF TERMS USED

The identification of capable and able teachers constitutes one of the most important of all educational concerns. One of the most difficult aspects of administration is personnel appraisal. In spite of this recognition there is relatively little information available regarding the appraisal techniques currently in use.

I. THE PROBLEM

Statement of the problem. It was the purpose of this study (1) to collect information concerning the factors affecting administrators' use of rating scales for teacher appraisal in secondary schools; (2) to determine whether administrators recognize any factors which affect their use of rating scales as an appraisal technique.

Significance of the problem. The continued study of rating scales for teacher appraisal should help not only to identify practices but also to illuminate any problems which administrators may be experiencing in their use. Research results might be an innovating factor in the creation of improved methods. Researchers seem to agree

teaching is a complex business involving more than common and stable factors. It is these factors which when properly identified and clarified should be used as a basis for improving the use of rating scales in teacher appraisal.

Limitations of the problem. This research study was limited to the information gathered from a sample of twenty cities in the State of Iowa that in 1963 were employing a systematic evaluation plan for teacher appraisal.¹ This study did not attempt to interpret changes in evaluation methods since 1963, possible misinterpretation of factor rating scale items, the honesty of the answers, or to distinguish between evaluation devices used by the twenty selected school districts.

II. DEFINITIONS OF TERMS USED

Administrator. Two major types of school administrators have evolved in the American School System--the administrator of the individual school and the administrator of the district. The administrator has been recognized as important in every kind of social institution. The public school system is no exception to this

¹Jo Ann P. Walter, "Methods of Evaluating Teachers in Twenty Selected Iowa Cities" (Field Report to the Graduate Division, Drake University, 1963), p. 2.

premise. This research attempts to study one area of the administrator's responsibility, that of teacher appraisal. This study refers to the administrator in the individual school. The role of the administrator may be defined as developing and administering the educational program in a school within the broad framework of policy established by the people.

III. DESIGN AND PROCEDURES OF THE STUDY

This study was conducted in an attempt to collect information concerning the factors administrators report affect the use of rating scales in teacher appraisal. The techniques used, the respondents selected, and the data involved are presented here.

IV. RESEARCH TECHNIQUES USED

A questionnaire was used in this study to determine what factors administrators felt affected the use of rating scales in appraising teachers in secondary schools. A check list device to identify possible causes of rating scale error was included.

How developed. The items in this questionnaire and factor rating scale were developed after research of the 1963 evaluation practices in twenty schools in the State

of Iowa.¹ The techniques used to establish the validity of the questionnaire were to try it out on a graduate class in research and to administer the questionnaire and factor rating scale to a graduate class in secondary administration.

Selection of respondents. A questionnaire² and factor rating scale³ accompanied by an explanatory letter,⁴ was sent to the administrator of each school district in Iowa in which the population of the city exceeded 15,000. There were twenty cities of this size in Iowa including Ames, Burlington, Cedar Falls, Cedar Rapids, Clinton, Council Bluffs, Davenport, Des Moines, Dubuque, Fort Dodge, Fort Madison, Iowa City, Keokuk, Marshalltown, Mason City, Muscatine, Newton, Ottumwa, Sioux City, and Waterloo.⁵

Teacher appraisal is an important and difficult part of the administrator's role. This research has attempted to determine whether or not administrators

¹Jo Ann P. Walters, "Methods of Evaluating Teachers in Twenty Selected Iowa Cities" (Field Report to Graduate Division, Drake University, 1963), p. 5.

²Appendix A.

³Appendix B.

⁴Appendix C.

⁵Road Atlas (U.S.A.) (Rand McNally Co., 1961), p. 106. (Based on 1960 census)

recognize any factors which affect their use of rating scales as an appraisal technique.

This chapter presented the problem, its significance, its limitations, definitions of terms used, and the design and procedures of the study. The following chapters will include the review of literature, the presentation and analysis of data, conclusions, and recommendations.

CHAPTER II

REVIEW OF THE LITERATURE

I. TEACHER APPRAISAL

The task of identifying effective teachers (or effective teaching) is crucial to teacher education, certification, selection, and promotion, and in so far as teaching contributes to the total social welfare--to ultimate human survival.¹ The research efforts to determine specific criteria for teacher appraisal have not yielded a standard set of criteria by which to evaluate teacher performance.

There seems to be basic agreement that teacher competence be appraised in light of teacher effect on school operations and school-community relations, as well as their effect on student learning.

The purposes of appraisal need careful explanation to assure cooperation of teachers and to develop needed rapport with the administration. It is desirable to develop appraisal techniques that lead teachers to understand and accept their part.

¹Chester W. Harris (ed.), Encyclopedia of Educational Research, "Teacher Effectiveness" (Third Edition) (New York: MacMillan Company, 1960), p. 1481.

Teachers need and want appraisal, so that they will know what the school system expects of them and what they can do to improve. Teacher appraisal must be measured in terms of the objectives of educational process.¹

Appraisal of classroom teachers serves several functions in public administration; (1) improvement of instruction, (2) decisions on retention or release of staff, (3) teacher assignment or transfer, (4) approval for increments on salary schedule.²

II. RATING SCALE USE

There are many statements in research concerning the use of rating scales, but the most comprehensive seems to be one presented in Handbook of Research on Teaching, "Rating Methods in Research on Teaching."

It is unlikely that no approach to the measurement of variables in research on teaching has been used more often than the rating method. The reasons for this condition is readily understood. Many of the variables in research on teaching are so complex that tests, questions, and objective behavior records are either inadequate or inconvenient. Sometimes we need what only a recording instrument as sensitive, complex, and alert as a human observer can tell us

¹David G. Ryans, Chairman, Journal of Educational Research, XLVI (Second Report, 1953), 641.

²National Education Association Research Bulletin, "Programs for Evaluating Classroom Teachers," XLI-XLII (1963-1964, October, 1964), 83.

about the behavior or characteristics of another person, and then we turn to the method of recording such messages, called rating scales.¹

The measuring device is not only the paper form but rather the individual rater. Ratings are limited by the characteristics of the human rater, his inevitably selective perception, memory, forgetting, his lack of sensitivity, his inaccuracies of observation and in the case of self-rating--the well established tendency to put his best foot forward.²

III. CRITERION MEASURES FOR RATING SCALES

A major prerequisite for any teacher appraisal program is a set of criteria by which teachers and their work may be evaluated.³ Criteria are defined as standards of excellence and should exist.

Perhaps the first step toward better understanding of teacher competency may be to study teacher characteristics. It should not be difficult to identify teachers who demonstrate characteristics generally agreed upon as

¹H. H. Remmers, "Rating Methods in Research on Teaching," Handbook of Research on Teaching, ed. N. L. Gage (Chicago: Rand McNally Co., 1963), p. 329.

²C. V. Good (ed.), Dictionary of Education (Second Edition) (New York: McGraw Hill, 1959), p. 440.

³National Education Association Research Bulletin, "Programs for Evaluating Classroom Teachers," XLI-XLII (October, 1964), 84.

important.¹

Criteria for a rating scale generally agreed upon by a number of authors and educators should have (1) objectivity (verifiable information), (2) reliability (yielding the same values under the same set of conditions), (3) sensitivity (fine distinctions in communications), (4) validity (categories should be relevant), (5) utility (efficiently yield relevant information).² The findings of an evaluation can be no more meaningful than the criterion.³

IV. FACTORS AFFECTING SCALES

There is plenty of evidence to indicate different practitioners observing the same teacher teach may arrive at a very different appraisal. This observation is equally true of evaluation experts; starting with different approaches and using different devices.⁴

Two common causes are indicated by research; (1)

¹C. C. Anderson and S. M. Hunka, "Teacher Evaluation," Harvard Education Review, XXXIII (Winter 1963), 74.

²H. H. Remmers, Handbook of Research in Teaching, ed. N. L. Gage (Chicago: Rand McNally Co., 1963), p. 330.

³David G. Ryans, Chairman, Journal of Educational Research, XLVI (Second Report, 1953), 642.

⁴C. C. Anderson and S. M. Hunka, "Teacher Evaluation," Harvard Education Review, XXXIII (Winter 1963), 76-77.

teaching is a complex business involving many variables, (2) there are many kinds of effectiveness for different teachers, programs and situations.¹

Personality correlation between appraisal personnel and teacher is powerful, in that the authoritarian as an evaluator can be described as a simple non-articulated leveler, found to be more insensitive to others.² An authoritarian administrator as an evaluator has been found to be more insensitive to teachers on the staff.

Ideal investigations are not likely because of serious difficulty in controlling the many variables. In the search for the elements or characteristics of the teacher which were assumed to comprise the pattern of teacher effectiveness, the attempt was made repeatedly to correlate single traits of teachers with one or more criteria. Most often criteria employed were the ratings of teachers, thus bringing both the characteristics and the criterion into the same dimension.³

The human rater, as has already become evident, is imperfectly reliable and often not highly valid in his

¹Ibid.

²Ibid., p. 79.

³David G. Ryans, Chairman, Journal of Educational Research, "Criteria of Teacher Effectiveness," XLVI (Second Report, 1953), 645.

recorded judgments. Too many ratings are made by untrained persons. The ratings of teachers so commonly used do not correlate highly with the assumption that teacher effectiveness is a function of the extent to which it represents changes in pupils.¹

Errors in the use of rating scales must be taken into account. Research indicates the following ones as being most prevalent in the use of rating scales:

(1) Opportunity bias--undersampling important behaviors because they may occur too infrequently to be contained in the time sample. (2) Experience bias--beginning teachers may very well display behavior patterns different from those of the experienced teacher. (3) Criterion distortion--may be built into the rating scale by including similar, substantially correlated behaviors. (4) Rating biases--various response sets such as halo effect may suffer from selective perception determined by general liking or disliking of the rating object.²

V. ADMINISTRATIVE USE OF RATING SCALES

It is easier for an administrator to make sound decisions in teacher appraisal if he has detailed knowledge of the work of each teacher on his staff. Some teachers seem to be preferred by administrators. Even Socrates,

¹Ibid., p. 646.

²H. H. Remmers, Handbook of Research on Teaching, "Rating Methods in Research on Teaching," ed. N. L. Gage (Chicago: Rand McNally Co., 1963), pp. 372-373.

cited as an outstanding teacher, was regarded as dangerous and subversive by some.¹

Analysis of data collected by Cole over a five year study of teacher rating indicates that administrators are often biased in ratings.²

Some evidence suggests that supervisors' ratings may be influenced by factors that are irrelevant. Research reported in Handbook of Research on Teaching, found that teachers with most favorable attitudes toward administrators received superior ratings from their principals.³

National Education Association survey research to all superintendents, principals, and teachers reported in 1963-1964 five major criticisms of administrative use of rating scales:

(1) evaluation was inaccurate, (2) staff was too busy to do a good job, (3) poor communication and rapport, (4) misunderstanding of terms, (5) total program was not

¹C. C. Anderson and S. M. Hunka, "Teacher Evaluation," Harvard Educational Review, XXXIII (Winter 1963), 74-75.

²David Cole and Robert Lord, "Principal Bias in Rating," Journal of Educational Research, LV (September 1961), 33-35.

³Handbook of Research on Teaching, ed. N. L. Gage (Chicago: Rand McNally Co., 1963), p. 421.

well defined.¹

Analysis of ratings of twenty-one teachers revealed three major factors which affected administrative use of rating scales (1) attitude of administrator toward teacher, (2) teaching technique observed, (3) estimates of the teacher's knowledge.² These results seem to coordinate with Ryans study of 1960.

VI. SCALES AS APPRAISAL TOOLS

It was found in research by the National Education Association in 1963, that 80.4 per cent of administrators were using rating scales featuring a list of criteria on which the teacher was being rated item by item on five levels. Application of a scale must be made on the assumption that the employment of desirable teaching practices will result in more efficient instruction by the teacher.³ Rating scales have become an instrument that is of value

¹"Evaluation of Classroom Teachers," National Education Association Research Bulletin, XLII (1963-1964), 108-109.

²N. J. Colsonas, Jr., and Henry F. Kaiser, "Factor Analysis of Student and Administrators Ratings," Journal of Educational Psychology, LIII (October 1962), 220.

³Michael L. Thompson, "Development of a Rating Scale to Rate Relative Significance of Secondary School Teaching Practices," Journal of Educational Research, LVII (October 1963), 102.

to all who are a part of the education field.¹

A review of literature was presented in the areas of (1) teacher appraisal; (2) rating scale use; (3) criterion measures for rating scales; (4) factors affecting scales; (5) administrative use of rating scales; (6) scales as appraisal tools.

Information presented concerning the factors affecting the use of rating scales for teacher appraisal indicate a need for further research to determine whether or not administrators recognize any factors which affect their use of rating scales as an appraisal technique.

The following chapters will include the presentation and analysis of data, conclusions and recommendations.

¹Gus Turbeville, "Teacher Rating Scale," Peabody Journal of Education, XLIII (September 1965), 79.

CHAPTER III

PRESENTATION OF DATA

This chapter presents the findings of the survey made, pertinent to the problem of this study. The purpose of this study was (1) to collect information concerning the factors affecting administrator's use of rating scales for teacher appraisal in secondary schools; (2) to determine whether or not administrators recognize any factors which affect their use of rating scales as an appraisal technique.

A questionnaire¹ was designed after research of the 1963 evaluation practices in twenty schools in the State of Iowa.² The items in this questionnaire were used to collect information concerning the factors affecting administrator's use of rating scales for teacher appraisal in secondary schools.

A factor rating scale³ was developed using factors discussed in the 1963 Handbook of Research on Teaching, Journal of Educational Research, September 1961, and National Education Association Research Bulletin (1963-1964).

¹Appendix A.

²Jo Ann P. Walter, "Methods of Evaluating Teachers in Twenty Selected Iowa Cities" (Field Report to the Graduate Division, Drake University, 1963), p. 2.

³Appendix B.

This device was used to determine whether or not administrators recognize any factors which affect their use of rating scales as an appraisal technique.

Validating of the instruments was achieved by administering them to a graduate class in research and to a graduate class in secondary administration. These devices accompanied by an explanatory letter¹ were sent to the twenty administrators in school districts in which the population of the city exceeded 15,000.² A return of one hundred per cent was received.

I. AN ANALYSIS OF THE QUESTIONNAIRE DATA

The number of administrators employing a type of rating scale for teacher appraisal is shown in Table I.

TABLE I
ADMINISTRATION USE OF RATING SCALE
FOR TEACHER APPRAISAL

ITEM	Number of Responses			Percentage
	<u>Yes</u>	<u>No</u>	<u>No Ans.</u>	
Does the administrative personnel in your school employ a type of rating scale for teacher appraisal?	17	1	2	Yes=85% No= 5% No Ans.= 1%

¹Appendix C.

²Road Atlas (U.S.A.) (Rand McNally Co., 1961), p. 106. (Based on 1960 census)

The data indicated seventeen administrators, or 85 per cent, were employing a rating scale as one part of their teacher appraisal program. One administrator, or .05 per cent, indicated a rating scale was not used in any part of the evaluation and two administrators, or .01 per cent, gave no answer to this question.

Information gathered indicating the method of development of the rating scale presently in use in the respondents' schools is recorded in Table II.

TABLE II
THE METHOD OF RATING SCALE DEVELOPMENT
IN RESPONDENTS' SCHOOLS

Means by Which the Rating Scale was Developed	Number of Responses	Percentage
a. Cooperatively by staff and administration	10	50%
b. By one or two administrators in your school	5	25%
c. A composite of several available rating scale forms	4	20%
d. A standard rating form purchased from a firm	0	0%
e. Other - Board of Education	1	5%
Prin. and Supt.	1	5%
Director of Personnel	1	5%

Total number of responses was greater than the number of respondents as some administrators indicated more than one response.

Ten administrators, or 50 per cent, indicated the rating scale in use was co-operatively designed by staff

and administrators as opposed to three administrators who indicated the rating scale was developed by an individual on the staff. Five administrators, or 25 per cent, identified one or two administrators in the school as being responsible for the development of the rating scale. Four administrators, or 20 per cent, used a composite of several available forms while no respondents indicated use of a standard rating form purchased from a firm.

Delegation of responsibility for using the rating scale to rate staff members is shown in Table III.

TABLE III
PEOPLE RESPONSIBLE FOR USE OF RATING SCALE
TO RATE STAFF MEMBERS

Items	Number of Responses	Percentage
a. Teacher	1	5%
b. Supervisor	5	25%
c. Teacher and Principal	5	25%
d. Principal	14	70%
e. Dept. Chairman	3	15%
f. Asst. Principal	1	5%

Total number of responses was greater than the number of respondents as some administrators indicated more than one response.

Responsibility for use of a rating scale to rate staff members was delegated to fourteen principals, or 70 per cent, of the respondents. Teacher and principal together were indicated by five, or 25 per cent.

Supervisor was checked by five, or 25 per cent, of the administrators using the rating scale to rate staff members. The department chairman was responsible in only three, or 15 per cent, of the respondents. Teacher and assistant principal each were indicated by one administrator or .05 per cent as being responsible for using the rating scale to rate staff members.

The degree to which administrators are satisfied with their present rating scale for teacher appraisal is presented in Table IV.

TABLE IV
DEGREE OF ADMINISTRATORS' SATISFACTION WITH
PRESENT RATING SCALE FOR TEACHER APPRAISAL

Degree of Satisfaction	Number of Responses	Percentage
a. Well satisfied	3	15%
b. Satisfied	4	20%
c. Undecided	5	25%
d. Dissatisfied	5	25%
e. Very dissatisfied	0	0%

Total number of responses were less than the number of administrators as two administrators did not respond to this question.

The degree of satisfaction or dissatisfaction with the present rating scale used for teacher appraisal as expressed by the administrators queried showed three responses, or 15 per cent, as well satisfied. Undecided was

checked by five, or 25 per cent, of the respondents. Five, or 25 per cent, indicated they were dissatisfied with their present rating scale while no one signified they were very dissatisfied. There were two administrators that gave no responses to this question.

Data to indicate the degree to which the present appraisal system enables the administrator to make a sound evaluation of teacher competency is reported in Table V.

TABLE V

DEGREE TO WHICH THE PRESENT RATING SCALE FOR TEACHER
APPRAISAL ENABLES THE ADMINISTRATOR TO MAKE A
SOUND EVALUATION OF TEACHER COMPETENCY

Degree of Rating Scale Assistance	Number of Responses	Percentage
a. To a great extent	2	10%
b. To some extent	12	60%
c. Not certain	2	10%
d. To a minor degree	3	15%
e. Very doubtful	0	0%

The total number of responses was less than the number of administrators since one administrator did not respond to this question.

Two administrators, or 10 per cent denoted their present rating scale for teacher appraisal enabled them "to a great extent" to make a sound evaluation of teacher competency while twelve, or 60 per cent, gave evidence they were helped "to some extent." Two administrators, or 10

per cent, checked they were "not certain"; three, or 15 per cent, indicated to a "minor degree." There were no administrators who responded that they were "very doubtful" as to the extent to which the present rating scale for teacher appraisal enabled them to make sound evaluations of teacher competency.

Administrators were asked if there were specific factors which affect the validity of rating scales in teacher appraisal. The tabulation of response to this question is presented in Table VI.

TABLE VI
SPECIFIC FACTORS WHICH AFFECT THE VALIDITY OF
RATING SCALES IN TEACHER APPRAISAL AS
REPORTED BY ADMINISTRATION

Item	Responses	Percentage
Are there specific factors which affect the validity of rating scales in teacher appraisal?	Yes - 15	75%
	No - 0	0%

The total of responses was less than the number of administrators as five administrators did not respond to this question.

There were fifteen administrators, or 75 per cent, that answered "yes" when asked if there were specific factors which affect the validity of rating scales in teacher appraisal. There were no negative responses to

the question and five administrators did not answer this item.

Factors identified as being relevant to administrators' use of rating scales are shown in Table VII.

TABLE VII
FACTORS RELEVANT TO THE USE OF RATING SCALES
AS REPORTED BY ADMINISTRATORS

Items	Number of Responses	Percentage
a. Lack of rapport between evaluator and teacher	2	10. %
b. Lack of clarity of goals of the teacher	6	30. %
c. Lack of time to evaluate	10	50. %
d. Principal bias in teacher's favor	1	.05%
e. Principal bias against the teacher	1	.05%
f. Logical error	7	35. %
g. Change in Educ. Phil. of staff	1	.05%
h. Emotional factors	1	.05%
i. Intangible factors	1	.05%

Total number of responses was greater than the number of administrators as some items were checked more than once by an administrator.

Two administrators, or 10 per cent, indicated a lack of rapport between evaluator and teacher as being relevant to administrative use of rating scales. Six responses, or 30 per cent, was tabulated to a lack of clarity of goals of the teacher. Ten administrators, or 50 per cent, checked a lack of time to evaluate as a relevant factor. The factor

of logical error was identified by seven administrators, or 35 per cent, as being relevant to their use of rating scales. Principal bias in teacher's favor and principal bias against the teacher each received one check, or .05 per cent, of administrative response. Other factors suggested by administrators as affecting the validity of rating scales in teacher appraisal were recorded as emotional factors, change in educational philosophy of the staff, and intangible factors. Each of these were identified by one administrator, or .05 per cent, of administrators responding.

Data identifying the time when the rating is used by administrators for teacher appraisal is recorded in Table VIII.

TABLE VIII
THE TIME RATING SCALE IS USED BY ADMINISTRATORS
FOR TEACHER APPRAISAL

Opportunities for Rating Scale Use	Responses	Percentage
a. During classroom observation	4	20. %
b. Immediately after classroom observation	5	25. %
c. During conference with the teacher	7	35. %
d. After a conference with the teacher	3	15. %
e. Based on past observations	8	40. %
f. Result of conversations with teacher	4	20. %
g. A composite plus dept. chairman	1	.05%
h. Series of observations	1	.05%
i. End of semester	1	.05%

Total number of response was greater than number of administrators as some items were checked more than once.

Four administrators, or 20 per cent, indicate use of rating scale during classroom observation. Five administrators, or 25 per cent, use a rating scale immediately after classroom observation while seven or 35 per cent of the administrators queried use the rating scale during a conference with the teacher. The rating scale for teacher appraisal was checked after a conference with teachers by three administrators, or 15 per cent. Eight administrators, or 40 per cent, of the respondents used the rating scale based on past observations and four administrators, or 20 per cent, employed the rating scale as a result of conversations with the teacher. One administrator, or .05 per cent, indicated they used the rating scales at a combination of times with the department chairman. One administrator, or .05 per cent, marked the rating scale after a series of observations while one administrator used the scale at the end of the semester.

Table IX presents the areas on rating scales receiving highest emphasis by administrators.

Four administrators, or 20 per cent, indicated personal qualities of teachers as receiving high emphasis on the rating scale. Teacher method and instructional skills were identified by thirteen, or 65 per cent, of administrators as being the area of the rating scale receiving highest emphasis in teacher appraisal. Classroom

TABLE IX

AREAS ON RATING SCALE RECEIVING HIGHEST EMPHASIS
FOR TEACHER APPRAISAL BY ADMINISTRATORS

Areas Receiving Highest Emphasis	Responses	Percentage
a. Personal qualities of teacher	4	20. %
b. Teacher methods & Instr. skills	13	65. %
c. Classroom discipline	3	15. %
d. Evidence of obj. being reached by students	7	35. %
e. Classroom atmosphere	5	25. %
f. Teacher community relations	3	15. %
g. Academic record & knowledge	1	.05%
h. No differences	1	.05%

The total number of responses was greater than the number of administrators as some items were checked more than once.

discipline was signified by three administrators, or 15 per cent, as receiving high emphasis. There were seven administrators, or 35 per cent, that indicated evidence of objectives being reached by the students as being the highest area of emphasis on the scale. Five administrators, or 25 per cent, identified classroom atmosphere as an area of high emphasis while three administrators, or 15 per cent, checked teacher community relations as an area receiving high emphasis on a rating scale used for teacher appraisal. Academic record and knowledge was indicated by one administrator, or .05 per cent, as receiving high emphasis and one administrator, or .05 per cent, responded there was no

difference in emphasis on areas in the rating scale used for teacher appraisal.

Administrators' employment of the results of the rating scales for teacher appraisal has been recorded and analyzed in Table X.

TABLE X
ADMINISTRATORS' EMPLOYMENT OF THE RESULTS OF THE
RATING SCALE FOR TEACHER APPRAISAL

Items	Responses	Percentage
a. Promotion	1	.05%
b. Placement of personnel	1	.05%
c. Help the teacher	6	30. %
d. Improve instruction	11	55. %
e. Salary purposes	5	25. %
f. Annual records for the file	8	40. %
g. Retaining teachers on the staff	10	50. %
h. All of the above	1	.05%

The total number of responses was greater than the number of administrators as some of the items were checked more than once.

Promotion and placement of personnel were each indicated by one administrator, or .05 per cent, as the use made of results of the rating scale for teacher appraisal. Help for the teacher was identified as the use of results of the ratings scale by six administrators, or 30 per cent. Eleven, or 55 per cent, of administrators checked improving instruction as the use made of results of the rating scale. Salary purposes were identified by five administrators, or

25 per cent. Eight administrators, or 40 per cent, indicated the results of the rating scale were used as annual records for the file. Retaining teachers on the staff was checked by ten administrators, or 50 per cent, while one administrator, or .05 per cent, indicated all of the items were relevant to the use of ratings scales for teacher appraisal.

Table XI reports the results of the factor rating scale.¹ Four administrators did not complete this device and not all the administrators indicated their rating on each factor. The administrators were asked to indicate on a five point scale to what degree each factor would affect their appraisal. The highest ratings appear on the left end of the scale.

The following items were designated as having some effect by at least 50 per cent of the administrators that checked responses on the factor rating check sheet: Item number 2, tendency to rate high; item number 16, health and vitality of the teacher; item number 18, punctuality of the teacher; item number 21, mentality and scholarship of the teacher.

There were no factors checked by at least 50 per cent of the administrators as having great effect on their use of rating scales for teacher appraisal.

¹Appendix B.

TABLE XI
FACTOR RATING SCALE

ITEMS	(1)	(2)	(3)	(4)	(5)
1. Personality of the teacher	3	6	5	0	0
2. Tendency to rate high	0	8	3	1	1
3. Lack of clarity of the scale	3	2	4	3	4
4. Tendency to rate low	1	0	3	3	7
5. Lack of time to rate	2	6	3	2	1
6. Poor rating scale	1	2	2	2	6
7. Insecure when rating others	0	0	6	5	3
8. Tensions between administrator and teacher	0	0	1	6	6
9. Incomplete teacher appraisal program	1	3	3	6	2
10. Educated guesses	0	1	4	4	3
11. Salary pressures	0	1	0	5	7
12. Knowledge of subject matter area	6	6	3	0	0
13. Accuracy of judgments	2	6	5	1	0
14. Student ITED rankings	0	1	0	3	9
15. Lack of teacher-administrator rapport	0	0	2	5	5
16. Health and vitality of the teacher	2	9	0	3	0
17. Friendships outside of school	0	3	4	4	3
18. Punctuality of teacher	4	7	1	2	0
19. Experience of teacher	3	7	3	2	0
20. Experience of administrator	4	4	3	3	0
21. Mentality and scholarship of the teacher	4	11	0	0	0

Items four, seven, and fourteen shown on Table XI were checked by at least 50 per cent of the administrators as having little effect on their use of rate scales.

This chapter included data presentation, tabulation and analysis of response. Chapter IV contains a summary of the study with conclusions and recommendations.

CHAPTER IV

I. SUMMARY OF THE STUDY

It was the purpose of this study (1) to collect information concerning the factors affecting administrators' use of rating scales for teacher appraisal in secondary schools; (2) to determine whether or not administrators recognize any factors which affect their use of rating scales as an appraisal technique.

The continued study of rating scales for teacher appraisal should help not only to identify practices but to illuminate any problems which administrators may be experiencing in their use. Researchers seem to agree teaching is complex business involving more than common and stable factors. It is these factors which when properly identified and clarified should be used as a basis for improving the use of rating scales for teacher appraisal.

This research study was limited to information gathered from a sample of twenty cities in the State of Iowa who in 1963 were employing a systematic evaluation plan for teacher appraisal. This study did not attempt to interpret changes in evaluation practices since 1963, possible misinterpretation of factors of rating scale items, the honesty of the answers, or to distinguish

between evaluation devices used by the twenty school districts.

A questionnaire was used in this study to determine what factors administrators felt affected the use of rating scales in appraising teachers in secondary schools. A check list device to identify possible causes of rating scale error and an explanatory letter was included. Validity of the devices was established by administering them to a graduate class in research and to a graduate class in secondary administration.

II. CONCLUSIONS

This study substantiates the evidence from the review of literature that ideal teacher appraisal is unlikely because of the serious difficulty in controlling the many variables. The administrator's use of a rating scale as a part of the teacher appraisal program is a valuable aid to objective evaluation.

These conclusions have been reached as a result of this study:

1. Seventeen out of twenty administrators queried in 1963 presently employ a type of rating scale for teacher appraisal. This indicated a need or a desire for some type of rating scale in the teacher evaluation program.

2. One half of the administrators are using a scale developed cooperatively by the staff and administration identifying a rising trend toward staff involvement in evaluation procedures.
3. Marking the rating scales for teacher appraisal in fourteen of twenty school districts was the responsibility of the principal with only five supervisors actively participating in the evaluation program. Though supervisors are a part of the administrative staff it seems apparent evaluation responsibilities are not delegated to them.
4. There was agreement among twelve of twenty administrators that a rating scale does assist to some extent in making a sound evaluation of teaching competency.
5. There was evidence that administrators do recognize there are specific factors which affect the validity of rating scales. This conclusion was supported by data from seventy five per cent of the administrators' responses.
6. There was evidence administrators do not place high priority on the time to mark the rating scales for teacher appraisal since one half of the administrators said there was a lack of time

to complete the evaluation.

7. Sixty per cent of the administrators do recognize the areas of the rating scale receiving highest emphasis as being (1) teacher method and instructional skills, and (2) evidence of objectives being reached by the students. This supports the evidence presented by the Journal of Educational Research, XLVI (Second Report, 1953).
8. It was concluded that administrators do not use the rating scale as a method of helping teachers since ten respondents apply the scale for purposes of retaining teachers on the staff and to improve instruction in the classroom. Because of the data gathered there was an implication that principals are under pressure to justify retaining staff members.
9. Administrators do recognize there are specific factors affecting their use of rating scales for teacher appraisal but the responses are so varied that no one factor can be identified as being most important.
10. The conclusion was reached that administrators do not identify their own inadequacies as being important factors in the use of rating scales for teacher appraisal.

11. There was more recognition of tangible factors affecting administrators' use of rating scales since intangible factors were checked consistently as having little or no effect.

III. RECOMMENDATIONS FOR FURTHER STUDY

These recommendations are suggested as a result of the study:

1. There is a need for further study of rating scales presently in use due to inconsistencies evidenced in responses by administrators, with the possible development of a better method of teacher evaluation.
2. There is a need for a study of factors outside of the school which might be affecting administrators in their evaluation of staff.
3. A high priority must be placed on the appraisal process to provide sufficient time for administrators to do a good job of teacher evaluation.
4. There must be time allowed to set up a good program and to develop criteria for appraisal.
5. There must be adequate training for evaluators.
6. Appraisal should be a constant and continuing program including interpretation.
7. There should be a plan for improvement included

in the appraisal methods of techniques used.

8. Rating scales should be used as a tool or technique in appraisal, not the single device in an evaluation program.

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APPENDIX

APPENDIX A
QUESTIONNAIRE

Please indicate with a check mark your answer to each question. Feel free to check more than one of the multiple choice responses for each question whenever it is necessary to do so.

1. Does the administrative personnel in your school employ a type of rating scale for teacher appraisal?
Yes _____ No _____

If the answer to the above question is NO, please do not attempt to answer the remaining questions, but return the questionnaire and check sheet to the sender.

If the answer to the above question was YES, please answer the following questions.

2. How was your rating scale developed?

- a. Cooperatively by staff and administration _____
- b. By one or two administrators in your school _____
- c. A composite of several available rating scale forms _____
- d. A standard rating form purchased from a firm _____
- e. Other (please specify) _____

3. Who is responsible for using the rating scale to rate staff members?

- a. Teacher _____
- b. Supervisor _____
- c. Teacher and principal _____
- d. Principal _____
- e. Other (please specify) _____

4. To what degree are you satisfied with your present rating scale for teacher appraisal?

- a. Well satisfied _____
- b. Satisfied _____
- c. Undecided _____
- d. Dissatisfied _____
- e. Very dissatisfied _____

5. Does your present system of evaluation enable you as an administrator to make a sound evaluation of teacher competency?

- a. To a great extent _____
- b. To some extent _____
- c. Not certain _____
- d. To a minor degree _____
- e. Very doubtful _____

6. Do you feel there are specific factors which affect the validity of rating scales in teacher appraisal?

Yes _____ No _____

If you answered NO to number six, please do not attempt to answer the following questions.

If you answered YES to number six, please identify any of the following factors which you feel are relevant to the use of your rating scale.

- a. Lack of rapport between evaluator and teacher _____
- b. Lack of clarity of goals of the teacher _____
- c. Lack of time to evaluate _____
- d. Principal bias in teacher's favor _____
- e. Principal bias against the teacher _____
- f. Logical error (lack of clarity of evaluation points) _____
- g. Others (Please specify) _____

7. When is the rating scale used for teacher appraisal?

- a. During classroom observation _____
- b. Immediately after classroom observation _____
- c. During a conference with the teacher _____
- d. After a conference with the teacher _____
- e. Based on past observations _____
- f. As a result of conversations with the teacher _____
- g. Others (please specify) _____

8. Which areas on your rating scale receive highest emphasis for teacher appraisal?

- a. Personal qualities of the teacher _____
- b. Teacher methods and instructional skills _____
- c. Classroom discipline _____
- d. Evidence of objectives being reached by the students _____
- e. Classroom atmosphere _____

- f. Teacher community relations _____
 - g. Academic record and knowledge of the teacher _____
 - h. Others (please specify) _____
9. How are the results of the rating scale for teacher appraisal used in your school system?
- a. Promotion _____
 - b. Placement of personnel _____
 - c. Help the teacher _____
 - d. Improve instruction _____
 - e. Salary purposes _____
 - f. Annual records for the file _____
 - g. Retaining teachers on the staff _____
 - h. Others (please specify) _____
10. Would you like an abstract of the results?
Yes _____ No _____

APPENDIX B FACTOR RATING SCALE

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The factors below may or may not influence your use of rating scales for teacher appraisal. Please indicate on the following five-point scale to what degree each factor would affect your appraisal. Highest ratings will appear on the left end of the scale. 1 - has great effect, 2 - has some effect, 3 - undecided, 4 - has little effect, 5 - has no effect.

	(1)	(2)	(3)	(4)	(5)
1. Personality of the teacher	—	—	—	—	—
2. Tendency to rate high	—	—	—	—	—
3. Lack of clarity of the scale	—	—	—	—	—
4. Tendency to rate low	—	—	—	—	—
5. Lack of time to rate	—	—	—	—	—
6. Poor rating scale	—	—	—	—	—
7. Insecure when rating others	—	—	—	—	—
8. Tensions between administrator and teacher	—	—	—	—	—
9. Incomplete teacher appraisal program	—	—	—	—	—
10. Educated guesses	—	—	—	—	—
11. Salary pressures	—	—	—	—	—
12. Knowledge of subject matter area	—	—	—	—	—
13. Accuracy of judgments	—	—	—	—	—
14. Student ITED rankings	—	—	—	—	—
15. Lack of teacher-administrator rapport	—	—	—	—	—
16. Health and vitality of the teacher	—	—	—	—	—
17. Friendships outside of school	—	—	—	—	—
18. Punctuality of teacher	—	—	—	—	—
19. Experience of teacher	—	—	—	—	—
20. Experience of administrator	—	—	—	—	—
21. Mentality and scholarship of the teacher	—	—	—	—	—

APPENDIX C

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107 West Third
Indianola, Iowa
April 18, 1968

Mr. Norman Huse
Superintendent of Schools
Keokuk, Iowa

Dear Mr. Huse:

Would you be willing to help me gather information concerning the use of rating scales as a method of teacher appraisal in secondary schools. This study is in preparation for a graduate thesis at Drake University.

Research has indicated an interest in the problems associated with types of appraisal methods of teacher competency. This interest is of concern to educators desiring to improve the quality of teaching and the quantity of learning in the classroom.

The information obtained in the enclosed questionnaire and check list will provide an opportunity to examine existing usage of rating scales in selected Iowa schools.

Your cooperation in answering these devices and returning them will be sincerely appreciated. If you would like an abstract of the results please indicate on the questionnaire.

Sincerely,

Bernadine Cozad